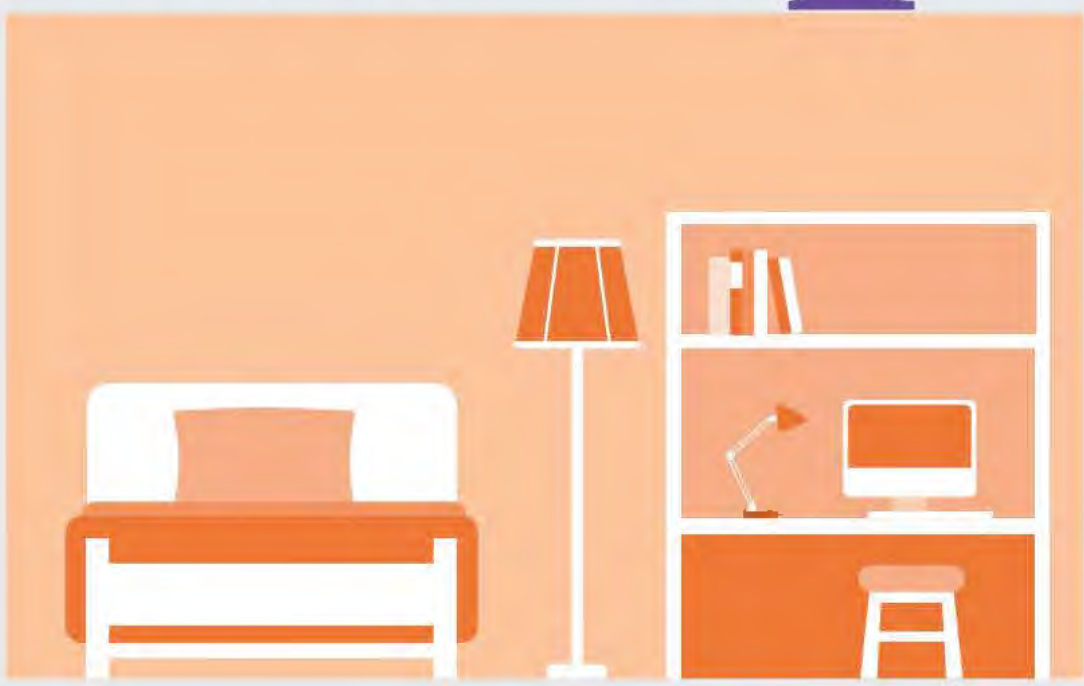
SUMMER | 2022

Perspectives

A MAGAZINE FOR MEMBERS OF THE ASSOCIATION OF FRATERNITY/SORORITY ADVISORS



HUMANIZING ESSENTIAL PARTNERS IN FRATERNITY AND SORORITY HOUSES

aPerspectives

A MAGAZINE FOR MEMBERS OF THE ASSOCIATION OF FRATERNITY/SORORITY ADVISORS

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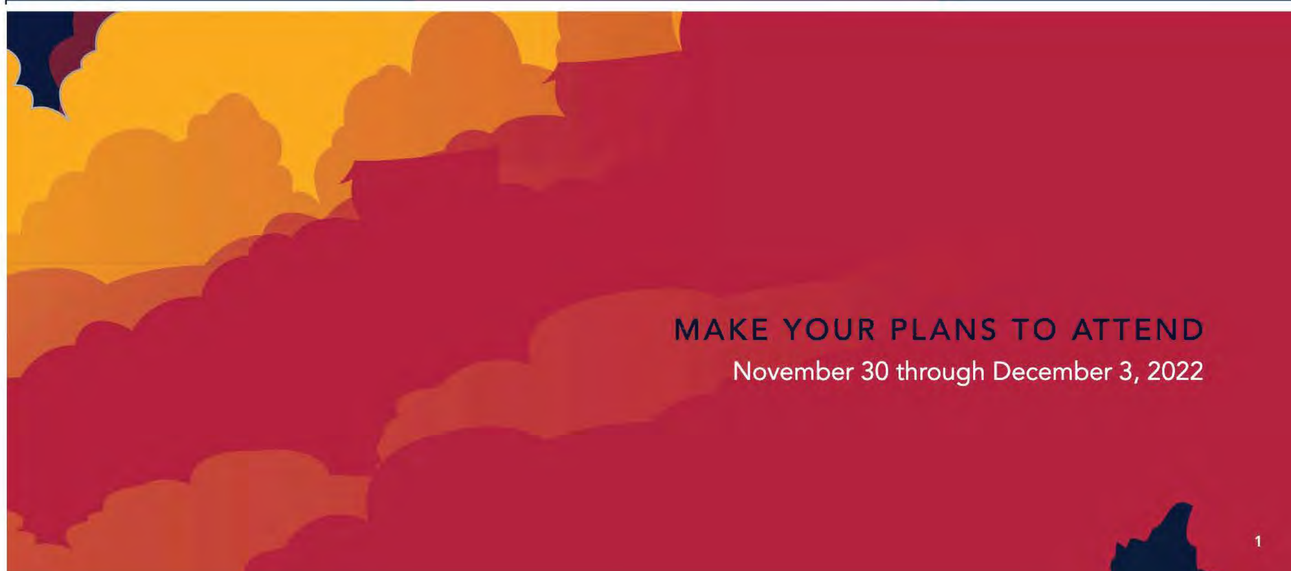

Perspectives is the official publication of the Association of Fraternity/Sorority Advisors, Inc. (AFA). Views expressed are those of the individual authors/contributors/advertisers and are not necessarily those of the Association. AFA encourages the submission of articles, essays, ideas, and advertisements.

Submissions should be directed to an editor, advertising queries to the staff.

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FROM THE EDITORS

As we have now reached what some of us have called "the Sunday of Summer," we are looking ahead to host institutions beginning their academic year once again. Throughout the summer, many of us had taken stock in our work when we really should have been taking a vacation from it all. In doing so, we likely reflected on the stories of the past year or two. These stories may be our own, or others that have shaped ours. Through personal or professional life, stories are all around us. It's interesting how we may consider stories compared to children. When asking a couple of kids recently what they liked about stories they responded "they learned a lot" and "they could picture it in their head." This, after initially responding they didn't want to read at all (it is summer break). We probably feel the same way about reading and writing end of the year reports. However, we also learn a lot and picture things in our heads when we understand stories. As the kids focused on the written word, experiences of ourselves and others also tell many stories.

When we hear or read the stories of others, we inherently internalize our own experiences and become influenced by those stories adding to our own. Just as others influence our stories, as we create our own stories those too will influence others. Action, adventure, joy, sadness, triumph, or defeat. Fiction or non, stories are a tool from which to learn, whether it is our intention or not.

While we have collectively "caught our breath" (with the occasional new student orientation session and/or national convention and training thrown in), how are those stories going to impact our personal and professional development? How will those stories aid and/or inform you and in turn those around you? Understand the role you are playing in a given story and the characters (staff, students, volunteers, etc.) around you. Yes, thinking back to the old group dynamics coursework and leadership inventories.

This issue has a number of stories. We encourage you to read, listen, reflect, and utilize these and the many additional stories of others.

Tyler Havens & Emilie Dye
AFA Perspectives Editors

Letter from the President

Chris Graham

Hello AFA Members & Friends,

I hope you are doing well. It continues to be a privilege to serve as your president. A few weeks ago, we announced our new strategic plan, Forward to 50! As I shared, during our Presidential Town Hall, we did not develop a plan through the lens of survival. Rather it is an audacious and intentional strategic plan, not a survival plan.

I know so much of the past 27-28 months has felt like all we could do is survive and take it one day at a time. There is and should be room and space for that. However, I also believe we have a responsibility to prepare for days where our current realities will be history. We have a responsibility to elevate the standard for professional practice within the fraternity and sorority profession. It is a responsibility I take seriously. I also know that we have so much work to do.

Thus, within the articles that you will read in this edition, our colleagues will share their perspectives as it relates to how they have navigated this work during uncertain times, and not just survived, but thrived and continuing building cultures and communities of care.

To that end, after you have had a chance to read this edition, I invite you to share one of your favorite articles with a former student, colleague, or friend. There is so much that is needed in this Association and the world. A great place to start is by showing those that matter to us that we are.

I wish you the very best and I look forward to seeing many of you in the coming months and at the Annual Meeting in Washington, D.C., later this year!

My best,

Chris Graham

What's Your Perspective?

Join us on social media to share your perspective on the topics included in this issue of *Perspectives*.

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Katie Simms
Director of Student Leadership & Engagement
Muskingum University

As we emerge from a heavily focused COVID world, students are faced with the question, "What is an acceptable social event, and how do we make it work with COVID regulations?" As an advisor to over 300 students in 11 fraternal organizations, I have 600 eyes staring at me wanting the answer to this question. With COVID protocols changing all the time, it is hard to get a complete answer to this question, but I worked with administration to come up with the best solution to help our students host social events and prepare for recruitment of new members. On Muskingum University's campus, we allowed students to host events inside, with the restrictions of wearing masks and staying to the capacity of the space set by the university, and outside, where they could not wear masks but expected to socially distance. Food has always been a draw for students to want to come to events, so organizations wanted to be able to host cook-outs, serve pizza, and roast marshmallows for s'mores at the events they wanted to host. The university worked to allow food that was not pre-packaged, if students were masked and gloved while serving the food to other students.

With these plans in place, organizations were still cautious to host events as they were concerned about the rules that were different than the year prior. They were afraid that they were going to get in trouble for breaking COVID protocols and risk their chapter's status on campus. I worked to reassure organizations that they were not going to get in trouble if they registered their events and followed the guidelines in place. Some organizations did well in planning and executing their events, while others still struggled to get in the mindset that it was okay to host events.

As the semester moved forward, I found that it is becoming more of an issue that students are not wanting to go through the process of registering their events and putting in the work to do the events. Members are not motivated to be engaged in the chapter and do the social events that were once an exciting part of being in a fraternity/sorority. The feedback from chapter presidents was that they are struggling to get members to attend chapter meetings and do the minimal tasks it takes to be a member in their organization (come to chapter, do community service hours, attend sisterhood/brotherhood bonding events, etc.).

Now I am faced with how to advise these chapter leaders on how to get their chapter members to be motivated to want to be part of their chapters and revive the fun that was life pre-COVID. The definition of what being social means has become entirely different because of COVID, and as professionals we are faced with figuring out how to encourage face-to-face social interactions again. As we move forward, I hope to find the magic solution and am able to share it with others to bring us back to a sense of normalcy and being social with one another again.

Brook Kingsley Isbell
Chief Experience Officer
Pi Kappa Phi

When my colleagues and I started talking in the summer about what fall of 2020 would look like, many of us were very concerned. We truly went to the worst case scenario, as I am sure many of us did. We would effectively have two first year classes instead of one on campus. In fraternity that translates into upperclassmen who are most likely checked out and exhausted due to managing their chapters over the course of a global pandemic. This dynamic is mixed in with students who may have never met in person when they joined as a first year through virtual recruitment. The students are now looking for the "real college experience," meaning what they saw in the media. Combine that dynamic with an increased culture of campus compliance and regulations due to COVID mitigation, it would seem like a powder keg waiting to explode.

We took a second look at what our prevention education had been over the course of the pandemic and doubled down. We had continued all our prevention programs including event policy programming and education over the course of the pandemic. When people asked me why students couldn't have events my answer was because the pandemic will

Continued next page

a Perspectives

Contribute to AFA Perspectives!

Contact the 2022 Editors to submit your ideas:

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not last forever and at some point, we will see students who are choosing to host events outside of the university's expectations. We needed to take a harm reduction approach and make sure that they at least understood what the fraternity expects when hosting events, even if they're not supposed to be having them.

Fall 2021, we took a new approach. We each transitioned our Ladder of Risk program to an online module format. Instead of half the chapters receiving the program over the course of the academic year, we mandated that a minimum of 80% of each chapters membership complete the program before November 1. When I look back at all the hand wringing and worrying about what the fall was going to look like, I believe that our continued education and our fall education have put us in a position where we did not see this massive reporting of violations. We keep historical data on all our chapter violations that can be found on our website. If we look at the last couple of years, not factoring in a finding of responsibility, the number of incidents involving social event management is similar to a pre-COVID fall. We took this harm reduction approach with our event management process and continued our programs with some adapted delivery throughout the pandemic, and I believe it is has made our difficult fall a bit smoother.

Kyle Pendleton
Senior Director of Harm Reduction & University Relations
Zeta Tau Alpha

Early in the spring of 2021, when I talked with colleagues and peers about the fall, our conversations centered around hoping for the best while preparing for the "next normal."

As prevention planning began, we adopted the motto "Every member is a new member" and used that to guide organizational initiatives that included:

- conducting a harm reduction needs assessment and creating resources to address the gaps identified by chapter leaders
- providing virtual training opportunities for national-level volunteers
- coordinating a Social Practice Summit in late July for chapter Presidents, Risk Reduction and Education Chairs, chapter social teams, and local advisors
- requiring all members to retake the online CommunityEdu course (formerly GreekLifeEdu) and complete in-house modules on risk management policies and procedures

Regional, state and campus differences factored into how prepared chapter leaders felt heading into the start of another academic year. Some chapters hosted a few social events and date functions the previous spring, while others were returning to campus for the first time in over a year. One thing was for certain: the mentality of "we've always done it that way" no longer applied.

As social activities resumed, it became clear that event management was like riding a bike. Still, as a precaution, we put the training wheels back on for a period of time and emphasized a new Function Monitor training, which served a dual purpose. The training allowed chapters to educate all members about basic behavioral expectations while providing another opportunity to review event management procedures.

The general consensus was that most chapters seemed to get back into the groove quickly. Looking at the entire semester in hindsight, the issues encountered were essentially the same as pre-pandemic problems; we were just out of practice.

By taking the time to re-learn the basics for safe events, members were able to enjoy social time with each other and begin to regain some sense of normalcy.

Stacey Allan
Bowling Green State University
Associate Director of Student Engagement

In fall of 2019, I kicked off my year in a new role at a new institution. I was excited to learn, observe, and immerse myself in the campus culture. Six months later, the world shut down. The impact of COVID-19 was significant; not only for me as a professional, but for our students. As a Fraternity and Sorority Life (FSL) Office, we moved recruitment/intake processes, events, and leadership development to virtual opportunities. We offered spaces to process the nation's climate (e.g., death and violence against Black and Brown people, an election, and the pandemic). Additionally, in March of 2021, the University community learned of a hazing incident. BGSU tragically lost Stone Foltz, a new member in a fraternal organization. Found responsible for hazing, the university took action and permanently banned the chapter from campus. This incident caused us as a community to pause and assess our well-being.

In summer of 2021, students and the staff looked forward to returning to "normal"and recognized the need to address risk management and hazing prevention initiatives. Teaching students how to interact at in-person chapter meetings, recruitment events, and socials became a priority. Therefore, significant time was spent purposefully reinforcing expectations, risk management policies, and defining social interactions with our students. We revisited a number of opportunities and took some intentional steps forward, including:

- Hazing Prevention Initiatives. One of the many initiatives implemented was an FSL coaching model. Each new member of the FSL community was matched to an FSL staff member who serves as their coach. The overarching goal of the FSL coaching model is to establish trust between the university and students, who may witness or experience hazing. This relationship encouraged reporting and intervention.
- Training. Intentional training sessions were offered to demonstrate for students the essential functions of registered student organizations. Sessions facilitated how to reserve campus spaces, hosting etiquette meals, and the fine art of budgeting. Additionally, a Safe Social Practice training was offered to reinforce risk management strategies around events with alcohol.
- Greek Village Series. The FSL Office hosted a six-week Greek Village Series in the on-campus village, home to primarily sophomore students. This programming series provided an opportunity for newer members to meet students from the entire community. Fire pit bonfires, movie screens, and yoga were built-in programs that provided chapters space to interact socially without bearing the responsibility of planning and hosting.

These steps intend to reinforce hazing prevention initiatives, risk management policies, and to model appropriate in-person interactions. I, however, underestimated the hesitation of students at the first in-person event. There were genuine moments of joy and celebration, but some definite trepidation. . The truth is, we are not post COVID-19 and our community was deeply impacted by the tragedy in the spring of 2021. Community members are still healing, while cautiously navigating in-person interactions. I can attest that new norms are being established. Therefore, if I could offer one piece of advice to colleagues, do not try to return to pre-2020. Our work has transformed over the last 18-months. It is time to reframe what today and tomorrow should be, instead of reinvigorating yesterday's norms.

FORWARD TO 50:
Elevating AFA into its Next 50 Years
2022 - 2026 STRATEGIC PLAN
AFA will celebrate a milestone birthday in 2026. While we are excited about the work that leads up to this milestone, this plan is not just about AFA turning 50. This plan is about setting up our association to continue to lead into its next 50 years so that students and alumni can be transformed through higher education and the sorority/fraternity experience.
LEARN MORE

ANNUAL SURVEY REVEALS COLLEGE STUDENTS'

SUBSTANCE USE TRENDS DURING THE PANDEMIC

NORA D. VOLKOW

THE COVID-19 PANDEMIC has drastically changed our lives, how we interact with one another, how we work, how we go to school, and how we enjoy ourselves. It has changed the landscape of drug and alcohol use too. Every year, the Monitoring the Future (MTF) survey, funded by my Institute at the National Institutes of Health and conducted by scientists at the University of Michigan's Institute for Social Research, Ann Arbor, gives researchers a snapshot of substance use by youth and young adults. The 2020 survey revealed some fascinating trends among America's college students that arose amid the new realities of life and education during the pandemic.

Intoxication and binge drinking—long associated with college life—declined significantly among college students in 2020 from the previous year. The percentage of students who reported drinking any alcohol in the month prior to the survey dropped, along with the percentage of students reporting binge drinking. This likely reflects the fact that bars and restaurants serving alcohol closed temporarily or permanently and students, in many cases, were no longer able to gather nor were living on campus. There were no significant changes in alcohol consumption reported by people the same age who were not enrolled in college.

Vaping of nicotine or marijuana, which had been rapidly increasing in popularity in prior years, also leveled off in 2020. This may be a function of concerns over e-cigarette or vaping use-associated lung injury (EVALI)—serious lung toxicity reported in some users and highly publicized in the media.

Conversely, other forms of marijuana use, which have been on the increase for several years among college students, continued their upward trend to record levels. Eight percent of college students reported using marijuana on a daily or near-daily basis in 2020. Marijuana use was already prevalent among people the same age who are not in college, but here again, there were no significant increases for them during the pandemic.

Another noteworthy trend in the MTF survey was the greatly increased use of hallucinogens by college students. This is a class of drug that includes LSD, psilocybin (mushrooms), and other psychedelics. Nine percent of students reported using a hallucinogen in the previous year, which is almost double what it was in 2019 (5%) and is now similar to that of their same-age peers not in college (10%). This class of drugs has captured the interest of many people in recent years, partly for their potential therapeutic value in treating depression and other mental illnesses—a subject of active research right now. They are also touted by more and more celebrities and journalists as a path to self-discovery. Only time will tell whether the rise in hallucinogen use is connected to the more isolated and boring life college students faced with the pandemic or may be driven by other factors like the increased interest in these drugs in the media.

Apart from alcohol consumption, which has profound health implications, most forms of substance use, including illicit drugs and cigarette smoking, have always tended to be lower among college students than among their same-age peers. Thus, college has always been viewed as protective from the standpoint of the adverse health impacts of those substances. The pandemic has acted as a kind of natural experiment enabling us to examine this supposed protective effect. The shift away from alcohol toward marijuana suggests it may have to do with the active social life and feeling of community students ordinarily have when living in a college setting. Studies have shown, at least among adolescents, alcohol tends to be consumed socially while marijuana tends to be consumed alone.

2020 was a year of solitude for many people, including college students. It has also been challenging, and tragic for some. Young people overall have experienced fewer of the worst health effects of COVID itself, but many have lost family members, and most have had to endure other hardships. The fact that cannabis is seen as a stress- or anxiety-reliever by many people undoubtedly contributes to its popularity during a stressful time.

Marijuana is increasingly viewed by the public as a benign drug. This perception of safety and even therapeutic benefit may contribute to its increased popularity with college students. However, all drugs have risks, and with a few exceptions, most health claims made for marijuana are not supported by science. When consumed frequently by people during ages when the brain continues to develop, until the mid-20s, the risks are pronounced. With marijuana having been legalized for several years now in some states, we are learning more and more about medical harms of frequent use, including unexpected cardiac complications. Because it constricts the blood vessels, there is a nearly twofold risk of heart attack or stroke in young people who use the drug.

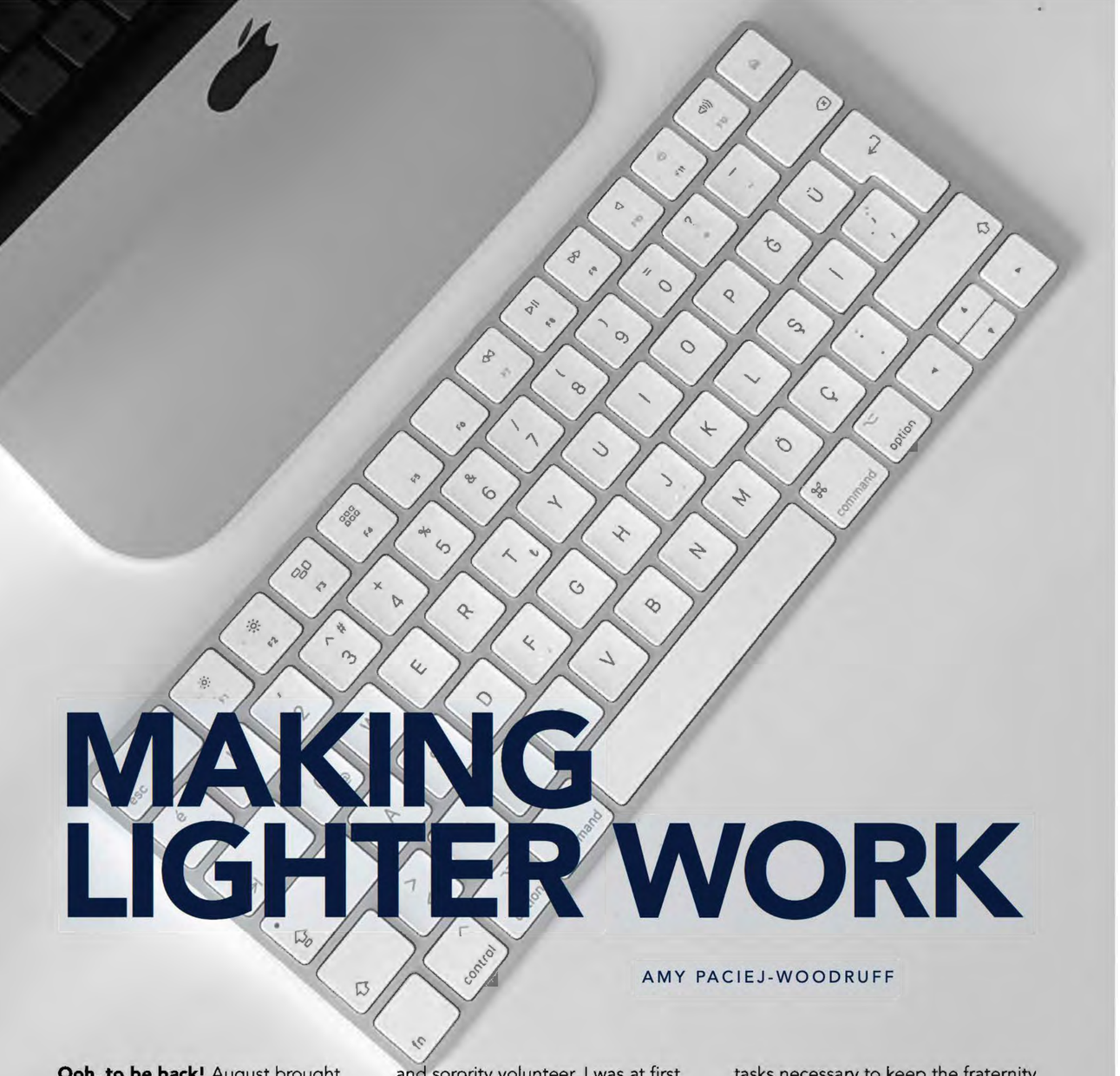
Also, the marijuana strains being consumed are increasing in potency (THC or delta-9-tetrahydrocannabinol content), and emergency departments are seeing many admissions for hyperemesis, or severe cycles of nausea and vomiting, caused by frequent, long-term marijuana use and from psychosis associated with high THC content. The steady rise in potency makes it hard to anticipate what other adverse health effects may become prevalent as the drug continues to increase in popularity.

The interesting question for scientists is whether the change in substance-use behaviors revealed by the 2020 MTF survey will reverse when the pandemic abates and both in-person education and social gatherings become the norm again, or whether the new patterns will persist.

The MTF survey has tracked substance use among college students and noncollege peers ages 19-22 since 1980. Those who are curious can read the 2020 MTF survey results online.

Nora D. Volkow

Nora D. Volkow, M.D., became Director of the National Institute on Drug Abuse (NIDA) in May 2003. Dr. Volkow's work has been instrumental in demonstrating that drug addiction is a brain disorder. As a research psychiatrist, Dr. Volkow pioneered the use of brain imaging to investigate how substance use affects brain functions.



MAKING LIGHTER WORK

AMY PACIEJ-WOODRUFF

Ooh, to be back! August brought such enthusiasm for the fall semester. We were so excited for so many reasons. In some cases the excitement was quickly replaced with the business of getting things done and checking off boxes. The thoughtful reflection encouraged by reinventing chapter events in the first part of the pandemic seems to have ended. Many students intensely jumped right back into implementing their traditions as if they must make up for lost time. As both a faculty member and sorority volunteer, I was at first energized, but now find I am avoiding my organization's correspondence. How interesting it is to be mirroring student behavior I have complained about throughout my entire career. My avoidance is rooted in thoughts such as "I'll come back to it when (something else) is done," or, "I'm too tired to do it right now," or, "It's just too much, I'll sort through it later." I want to be a great volunteer, but something is stopping me.

My point is not to argue against the tasks necessary to keep the fraternity and sorority experience strong. In fact, I highly value the guidance and education we provide our members. My goal is to express that we need a break and to advocate for steps to find one. This semester, the required fraternity business tasks set before the students seem to be taking precedence over friendship and belonging, which is at the core of why our organizations exist and our reason for taking on this work. We're all experiencing overload in our jobs as discussed in the article "Fixing the overload problem at work." Volunteers are also overloaded in our roles while US News and World Report recognized students' current state of being in "Worry, depression, burnout: Survey finds college students stressed as fall term nears."

Our organizations have been providing and requiring quality mental health education programs for our chapters for years as pointed out in the Huffington Post. One recent study adds data to the growing recognition of the national mental health trend for college students. As we work toward solutions, everyone may benefit from a rest, a little bit of doing nothing as described in a book review of "Niksen: Embracing the Dutch Art of Doing Nothing". How do we provide quality programs, facilities, and education while also encouraging balance? How do we give the students a rest while avoiding panic, mayhem, and chaos? I encourage all of us to reflect on what small strategies we can do to lighten the load. Managing time, wellness days, and reporting are areas touched on in the following.

Managing time

Kearns & Gardnier report that effective time management can lower stress levels. Perhaps one way to help students accomplish the amount of tasks to be completed is to encourage all members to set aside a three hour block of time once a week for fraternity and sorority business and call it "Fraternity/ Sorority Class". Schedule the block of time during the day interwoven into course schedules. Treating this block of time just like a class may be enough of a change in perspective that it will feel more manageable. Much of the required programming and reporting can happen in that block of time. A dedicated "class" will assist the chapter leadership and all levels of advisors from regularly having to painfully remind members to complete various online programs and reports. Having a defined period of time will stop the feeling of never ending reports.

Snow days

During the pandemic, snow days in the northeast took on a different meaning. After what would have been a snow day, most immediately realized the value of a spontaneous day of freedom when class went on as usual due to technology. In fact, many school districts and colleges offered or plan to keep official snow days to "just be a kid" even though they are no longer logistically necessary. Building on the snow day idea, we can declare one full week in the semester to make all fraternity/sorority activities to be limited to having fun with friends. Of course,some structure should be included to avoid a weeklong party. So many of us are incredibly creative and could easily develop a week of daily themes for loose structure for the students if they need help. The goal would be to deliberately release members from responsibilities with their only priority being classes and hanging out with friends for one week. Activities can include a movie, visit a member's home and make dinner for the family, deliver thank you notes throughout campus, ask a faculty member to bring in their dog for a few hours to play fetch, a game night; or a challenge to make the funniest TikTok video recruiting their favorite staff member to be a judge. Simply having fun with each other may strengthen friendships and sense of belonging.

Reporting

My daughter started third grade this year. The typical packet of information sheets came home to be completed. I filled out several paper forms and several portal forms, all with the same information. You can imagine what feelings were produced as I repeatedly wrote and typed the same information. Are we putting our students in a similar situation?

Making data-informed decisions is a goal we have strived for and are accomplishing. The amount of data collected, however, including proof of completing tasks, seems to be vast. A dream effort would be to consolidate reporting and required programming among the fraternity and sorority community. The potential challenge is, of course, that each campus, inter/ national organization and chapter seeks slightly different information from the others. Wouldn't it be wonderful to somehow streamline processes, if only one or two? Maybe the answer is not an enormous database similar to IPEDs, but maybe something simpler that can result in less duplication. A short-term goal can be to examine processes on the campus level, starting first with conversations between student affairs offices and chapter leaders to understand what type of duplicate data is being collected from the chapters for the national organization and also for the institution. Then, determining what processes we are willing to update is the next big step, in other words identify what can be collected less often or is not being used. Higher level conversations can then happen between inter/national offices and professional associations. Lastly, it does not go unnoticed that the evaluation of data processes suggested here is one more set of data to collect.

A foundation assumption for our field is that we are all doing this work because we are dedicated to providing our students with an excellent experience. What can we do next to continue serving as an example of forward thinking, collaboration, and leadership to our students? The pandemic initially sparked a wave of creativity and I'm confident that our community can take this concept and run with thoughtful and effective solutions. Nothing can improve without reflection and decisions. Let's add to our tasks lists now to make them shorter in the long run.

Amy Paciej-Woodruff

Amy Paciej-Woodruff, Ph.D. asst prof, Higher Ed Admin MS program, Marywood University, Scranton, PA. Amy served in student affairs for 23 years at six institutions, is a past province president and current general advisor for ZTA's Mansfield chapter.

HUMANIZING ESSENTIAL PARTNERS IN FRATERNITY AND SORORITY HOUSES

HAVE YOU EVER FELT INVISIBLE? HAVE YOU CONTRIBUTED TO OTHERS FEELING INVISIBLE?

JOANA GRANADOS

Working in fraternity and sorority housing

It was almost noon and from afar, I waved at Don Carlos (pseudonym). Don Carlos works in residential facilities and is one of the staff who makes repairs in our home; he literally keeps our house together. As I approached, he confessed he was surprised I was waving "hello" at him. In Spanish, he says, "You see, I'm invisible here. People only call us when they need something fixed. So I never expect a hello."

Hearing this completely struck me. However, having read literature about these experiences, I wasn't surprised to learn this. Hearing the lived experiences of Don Carlos had a profound impact on me. After our 15-minute conversation, I went into my room and cried. I cried because it reminded me of the invisibility of all the workers within our houses and my Latina/o/x community in jobs like gardening, cleaning, and other domestic labor across the United States. It made me wonder if my residents knew the names of the staff that worked in our houses. There are 700,000 employees at American colleges that do not earn a living wage, such as gardeners, security guards, cleaning crews, janitors, and food service personnel (Eisenberg, 2012). Don Carlos' comment illuminated for me the other staff who may remain invisible in our houses.

As a Resident Director, I thought about the housekeeping staff in my house, all of whom are migrants from Latin America. According to the U.S. Department of Labor (2017), 90.1% of maids and housekeeping cleaners are women; of those women, 49.3% are Latino or Hispanic. People do not aspire to be custodians, but rather have a necessity to do so (Magolda, 2016). Based on my conversations with housekeeping staff, this is often one of the jobs they can do for a variety of reasons – they do not have to know English and the schedules could be early mornings which allow for afternoon offs for other home duties and/or additional jobs.

The housekeeping staff in fraternity and sorority housing clean the showers and toilets, clean surfaces, vacuum, mop, and throw out the trash in our 9,464 Gross Square Feet (Total GSF) house. Although concentrated in a hotel setting, a study found that Latina housekeepers have physical strains, and chemical, biological, and psychosocial hazards (Hsieh, Apostolopoulos, & Sönmez, 2015). Although we are an educational institution, the physical labor is very similar. Depending on our relationships with housekeeping staff (or not), we may or may not know if the companies they are hired through provide them with health care benefits. Worker's compensation and health care are essential to campus custodians (Magolda, 2016). If we employ outside contractors, do we even know the pay and benefits they provide their staff? Are we verifying their policies and practices that impact their workers? Or are we shifting the responsibility to these businesses even though

we may be complicit through our employment of contracted services? While it may be more expensive to hire companies with equitable job practices, we should be emphasizing the care of the staff that supports fraternity and sorority students.

The University of Maryland, College Park Department of Fraternity and Sorority Life (DFSL) calls their Resident Directors "The Hub" – we are the staff communicating and connecting all of our housing-related tasks: house corporations, residents, DFSL, and contracted services, including meal services, housekeeping, gardening, and pest control. Within the first few weeks of living in the house, I could not help but notice I was living in a predominately white space, while the people ensuring the safety and pleasant experiences of the students were people of color. In other words, it was predominantly Black and Brown people ensuring the facility was the appropriate temperature, the food was made, the house was clean, and fixing anything broken. It was people of color who were ensuring all of that happened.

I felt and continue to feel in the middle -- after all, I am "The Hub." I am there to make sure everything is running smoothly with the residents and all other parties involved. Of course, I want to be an advocate for students and make sure they are comfortable. I also want to ensure I am not supporting a culture of having the only people of color in the house do additional labor that could be prevented. If residents do their part through simple actions such as placing their trash in the bins, putting things back where they belong, and wiping counters down after they use them it prevents the creation of undue labor for housekeeping staff. I want to instill a message of shared responsibility within the residents.

housekeeping staff not just feel visible but truly know their roles are essential within the fraternity and sorority life community. Fraternity and sorority houses could do more to help the staff in the homes know that they are seen as humans before they are seen as housekeeping staff.

1. Know the staff

2. Advocate for them

3. Show you appreciate them

4. Do not make their jobs harder

Thus, during our house meetings, I make sure to communicate expectations about cleanliness and the individual responsibilities of all residents.

After my conversation with Don Carlos, similar discussions came up with other staff. There were ways they connected with me that they did not connect with others simply because I could communicate with them in their native language. Of course, this is not something everyone will be able to do. Still, my hope is to prompt us to think about ways to make people like Don Carlos and

Toward a humanizing partnership

Fraternity and sorority advisors, staff, and students need to recognize our complicity in perpetuating inequitable systems and reinforcing social and class status cycles. Everyday interactions are essential to building trust, a sense of commonality, and understanding. People often think about fraternities and sororities being an opportunity to create change in the larger society. As professionals, how are we challenging and guiding students to make people feel visible, show appreciation, and engage in acts of kindness to everyone in their facility, not just their respective sorority and fraternity chapter members?

Magolda (2016) argues that custodians live and work in very different worlds, geographically and culturally. We must remember our work centers on student development, and part of that student development must also include the ability to be a global and cultural community member. We are not in two separate worlds; we are in one, even if it does not often feel like it. Thus, we need to actively intervene in ideas or actions that demean, whether explicitly or implicitly, the humanity of house staff. Magolda (2016) summarized the way campus custodial workers play a role in universities:

"Corporate managerialism does little to foster civic engagement and educate workers. Instead, it socializes custodians to perform particular externally defined subculture scripts – working hard; remembering the customer is always right; and acquiescing to the more powerful, even if they are disrespectful urinators. Dutifully following these scripts perpetuates custodians' narrow campus roles and reaffirms their low status/fear and feelings of fatalism make it difficult to challenge these debilitating scripts." (p. 173).

As fraternity and sorority life advisors, we can challenge and guide the students with whom we work. Here are some action items we can do with the chapters we advise:

1. Know the staff: Ideally, at the beginning of the year, take some time to know who is working with the students. Know their names. Offer that if the staff have any issues with the way residents leave particular areas they communicate with you about them. This can demonstrate a two-way line of communication that the residents may express concerns and staff can as well. If the staff are ok with it, consider sharing their names and maybe even facts about them, so they are known as people, not just by their positions. Gaining trust and building a relationship with them is helpful so if an issue arises, they understand it comes from a place of care.

2. Advocate for them: Be aware of the power dynamic that exists. Housekeeping staff can be a vulnerable population that may not always feel comfortable advocating for themselves due to the risk of losing their jobs. If you have taken the time to talk to people who work within these positions, you know they are not always provided the best of benefits. If you hire outside contractors, are you asking what benefits they provide for their staff? We do not want these folks losing their job, but if as advisors, we model that we care about the well-being of people in our houses, then perhaps it will show vendors they should too. No one should feel as though they are disposable in their jobs.

3. Show you appreciate them: Every campus is different; however, many of the staff who work in the houses do not make a lot of money and are in some of the lower-paid jobs. Some of them even have additional jobs they do after their hours and on weekends. Are there ways that chapters and the department can show appreciation at the end of each semester, year, or even during the holidays? Flowers, thank you cards, baskets are all great. Can the chapter also provide additional compensation that will give them the agency to buy items they need? Can you provide gift cards to each person who cleans the house? From my lived experience engaging with our staff members, I have heard about some of their necessities and would argue that gift cards, for example, could make a difference. I have seen how appreciative staff are when they do receive an acknowledgment of their work.

4. Do not make their jobs harder: I often remind my residents that housekeeping staff is there to take out the trash, sanitize, and clean any normal amount of floor debris that comes into the house. Everything else, they are expected to clean after themselves, as I want to encourage individual responsibility. Ensure chapters are having conversations about the responsibilities of the staff and the responsibilities of members and the personal responsibility they have in supporting that work.

The staff working in our fraternity and sorority houses should not be deemed disposable, replaceable, and less than. They are the people who ensure the everyday functions of our homes and the well-being of our students. Our maintenance staff, chefs, housekeeping staff, and landscaping are here to play a role in supporting student development and the sorority/fraternity experience, just like campus-based professionals, headquarters staff, and advisors.

There is more work that needs to be done to dismantle root inequities in sororities and fraternities. House corporations, general advisors, resident directors/house directors can do their part by setting and sharing their expectations of the services we utilize and to the residents of the houses. Many companies aim to keep their clients, so use that leverage to advocate for others and most importantly, creating a people-first community.

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CENTERING CULTURALLY-BASED SORORITIES AND FRATERNITIES:

DRAWING FROM TESTIMONIOS

MARIA L. ESPINO | CRYSTAL E. GARCIA, PH.D.

TESTIMONIO differs from oral history or autobiography in that it involves the participant in a critical reflection of their personal experience within particular sociopolitical realities. That is, it links "the spoken word to social action and privileges the oral narrative of personal experience as a source of knowledge, empowerment, and political strategy for claiming rights and bringing about social change" (Benmayor, Torruellas, & Juarbe, 1997, p. 153). Testimonio transcends descriptive discourse to one that is more performative in that the narrative simultaneously engages the personal and collective aspects of identity formation while translating choices, silences, and ultimately identities (Beverley, 2005; Latina Feminist Group, 2001; Lopez & Davalos, 2009). As such, testimonio is pragmatic in that it engages the reader to understand and establish a sense of solidarity as a first step toward social change.

Sorority and fraternity life (SFL) is a label under which an expansive collection of organizations are contained. It is true that these organizations often share particular characteristics such as the adoption of organizational symbols including letters and colors as well as an emphasis on the values of familial bonds through siblinghood, sisterhood, and brotherhood. However, those affiliated with SFL communities know very well that to think SFL organizations are a homogeneous group is a fallacy. These organizations range widely in many regards including their foundational purposes and values (Torbenson & Parks, 2009). Yet, when it comes to SFL and popular media the dominant narratives are often drawn from the perspectives and voices of those within historically white sororities and fraternities (HWSFs) rather than the plethora of stories from culturally based sororities and fraternities (CBSFs) such as Historically Native American Fraternities and Sororities (HNAFS), Latinx/a/o based groups in the National Association of Latino Fraternal Organizations (NALFO), Asian Pacific Islander Desi American organizations within the National APIDA Panhellenic Association (NAPA), Multicultural sororities and fraternities within the National Multicultural Greek Council (NMGC), and Historically Black sororities and fraternities within the National Pan-Hellenic Council (NPHC) among others. The over-emphasis on historically white sororities and fraternities and minimization or sometimes erasure of culturally based groups is a reflection of how whiteness permeates SFL (Gusa, 2010).

In response to larger societal calls for racial justice and the Abolish Greek Life movement, the field of SFL has also increased conversations on how to disrupt ways whiteness has been embedded in SFL and more effectively attend to the needs of Students of Color. These aims are admirable, however, the approach to doing so must be intentional. We argue that there is a need to elevate the voices of Students of Color within HWSFs, equally important is the need to elevate the focus on CBSFs--organizations that have been historically minimized within the field (Camacho, 2021; Duran et al., 2021; Garcia, 2019; Garcia et al., in press). The remainder of our discussion will focus on the latter.

One way to understand how whiteness permeates SFL is to view it through a lens of Critical Race Theory (CRT; Calmore, 1992; Hiraldo, 2010). CRT is a framework that calls attention to the systemic ways racism plays a role in our society, which is the basis of how whiteness is centered in spaces such as SFL. One of the key tenets of the theory is the importance of counter-storytelling as a way to disrupt dominant narratives and to shift focus to the stories of minoritized people (Hiraldo, 2010). Building from this assertion, we argue that prior to deconstructing a culture that centers whiteness, SFL professionals, professional associations, and (inter) national sororities and fraternities (including headquarters staff) must recognize counternarratives that center the experiences and perspectives of members within CBSFs.

These groups may wonder, how can we go about doing this? When will I have the time or the resources to gather these counternarratives? Fortunately given the expansive access we have to people's lived experiences through digital spaces, we do not have to look too far. In the next section, we unpack a particular form of counternarrative, testimonios, and ways podcasts serve as useful and accessible vehicles to share these testimonios.

Testimonios

For those seeking to deconstruct whiteness in SFL, we suggest considering podcasts as counternarratives and more specifically as testimonio, "testimonios are usually guided by the will of the narrator to tell events as she sees significant and is often an expression of collective experience, rather than the individual" (Pérez Huber, 2009, p. 644). Some folks may be wondering, podcasts as testimonios, really? Being a critical paradigm, testimonio acknowledges the tension and oppression that is rooted in what society deems as normal (Delgado Bernal & Flores, 2012; Pérez Huber, 2009). Through this method and framework, testimonios allows for individuals to situate their experience at the center which provides an avenue to decenter whiteness and the power agencies that are given in whiteness. In higher education, testimonio documents the way that oppressive groups can understand, express, and condemn the experiences they have endured. Testimonios further situate itself in the ability to work as a pedagogical and methodological way to understand a critical view to traditional methodologies. This allows us to see inwardly how SFL is in everyday life and how members of the community are in different fields, communities, and nationally.

Podcast as Testimonios

Extending from the concept of testimonio, Zimmerman (2016) detailed the adaptation of transmedia testimonio. This concept was drawn from testimonio and encompasses media platforms. Zimmerman (2016) defined it as "a personal narrative that represents a collective experience and is shared across various media platforms" (p. 1887). Through transmedia testimonios, there is various digital information that can be used to further understand the experiences of members of culturally based sororities and fraternities. For example, one recent and moving Podcast "Latinx Greek Life" Hosted by Perez The Advisor, has centered the experiences of various Latin* fraternity and sorority members at all levels of their organizations. As Perez the Advisor had these interviews with various

BEING A PARTNER IN THE CAMPUS SOCIAL SCENE:

MEREDITH BIELASKA

WORKING WITH STUDENTS ON HOSTING SAFE PARTIES

Before COVID-19 entered our world, the social life at Franklin & Marshall College (like many others) looked very different than it does today. Students hosted events in private apartments just off campus, often filled beyond capacity with little training or education in safety measures or assistance from administrators in providing a safe environment. Students were drinking underage, being left to find their way to and from locations with little to no help, and were often abandoned if they needed medication attention so the party hosts did not have to face judicial consequences from the College despite there being an Amnesty Policy in place in our Code of Conduct.

While party registration procedures were in place for these gatherings by the College, many parties went unregistered. As a result, the relationship between students and those collecting the information was not always transparent about how the information would be used. Additional restrictions on organizational events such as fraternities and sororities requiring third-party security also meant fully registered events were cumbersome and cost-prohibitive for students, leading them to simply host unregistered events instead. In addition, many of these parties also resulted in complaints of bias, as students were denied entry to these social spaces. When tension escalated, it often resulted in culturally or racially targeted language.

Then COVID-19 came along and threw a curveball into the world of college students. In March of 2020, we closed our campus and sent all our students home. Like many campus administrators, the following year felt like a whirlwind of continual change, not knowing week to week if we would be open or not- and what lingering impacts would result from the global pandemic. While our students took the 2020-2021 academic year in stride, it was clear from the beginning that their inability to gather together and socialize was taking its toll on their mental health. The isolation of not having roommates, having grab-and-go meals, virtual classes, and no permitted programming above 25 people limited their ability to make and maintain connections. In the spring semester, when the vaccine became available and state regulations became more relaxed, various stakeholders at the College knew we would need to begin planning early for the next year to help our students make a healthy transition back to socializing with one another so that we did not simply return to the problematic behaviors of our past.

As the 2021-2022 school year approached, a team of administrators and students came together to discuss ways we could both address the need for our students to come together and socialize again, but also break this cycle of hosting unregistered and potentially unsafe events for students. These meetings, consisting of student affairs professionals, athletic coaches, student-athletes, fraternity presidents, and members from our diversity equity and inclusion team, discussed the historical nature of these social events and what they felt students were looking for in social gatherings as we began our new academic year. The students from the committee led the charge in stating that after a year of isolation and various lockdown or quarantine procedures, they wanted permission from the College to gather in large groups and socialize again. Given that our College had a mandated vaccination requirement, the students felt they should be allowed to have events. As long as the expectations were well defined, the students would meet them so they could socialize together again.

In the discussions, it was also identified that because many of these parties begin as small intimate gatherings among one group or team, that is why those outside the "inner circle" are often denied entry. Locations are not big enough to allow for mingling and cross-connection among multiple student groups. Even though our students would love the opportunity to have those more significant functions, our policies and procedures have often limited that experience because traditionally, Franklin & Marshall has not hosted student events with alcohol on campus. Therefore, any socialization takes place off-campus in private apartments or fraternity houses.

Hearing this from our various student groups but knowing there were still various lingering health concerns of the pandemic on the horizon, the Vice President for Student Affairs made an offer to the committee to provide the funding to serve as a co-host to all student groups who want to host all-campus wide parties during the academic year. Groups can come and meet with their office to determine the date, discuss logistics and pick the on-campus location for their event. The Vice President's office will arrange food trucks, alcohol, and third-party security for each event. Each student group that registers to co-host helps organize entertainment through music, games, activities, and other items for their peers. In addition, the students are expected to advertise the event on campus and sign up for shifts to help during the event, just like they might if it was their event in their private space. However, it allows

them to meet more students than they would if they had only hosted a smaller gathering in their apartments and with the additional resources and support from the College. Each venue is currently outside (though our rain locations are also large venues such as some of our sports complexes and student center), allowing for larger gatherings that have brought crowds of over 300+ students to each program.

To date, Franklin & Marshall has hosted five all-campus social events for the fall semester. Each was held with a different group of co-hosts, with different themes, music, and food. Each program is coordinated with the assistance of our catering staff, our campus event services team, our student activities department, several local vendors for alcohol and security services, and our local township fire and police departments. We are hopeful to have a spring schedule of events available for our students soon. Each All Campus event is hosted in the early evening as a way to discourage "pre-gaming" or other forms of fast and rapid drinking for our students early in the evening from between 6 pm and 10 pm. In addition, the College still allows student organizations and private apartment parties to be registered starting at 8 pm and going until 1 am on weekends.

While the program's initial intent was to encourage our students to get out of their traditional social spaces and meet other groups of students, we have also seen a shift in some of our other social behaviors to date. For example, we have seen decreases in hospital transports and evaluation for alcohol intoxication (will add in % here- waiting on confirmation from health services), and general referrals for concerns such as health, anxiety, adjustment, and sadness through our Care Team reporting (42% decrease in reports this fall in comparison to 2019-2020). The College has also seen an increase in students registering their private social events. Student organizations are also requesting to register social events between 8 pm and 1 am as we have also renovated several spaces on campus to allow for cultural groups and those without private spaces beyond our fraternities and sororities have identities areas to find community and affinity while at Franklin & Marshall.

We recognize this program has only been hosted for one semester to date, and therefore this data is only anecdotal. However, given that our community is small and our members' close relationships are a vital part of each student's success, we cannot highlight how important their ability to find connections and feel like our College is a place they feel at home. Suppose these social events have in some way helped to contribute to that experience. In that case, we feel grateful to have helped contribute to our students having a positive experience here while we are all trying to adjust to living through a pandemic.

Meredith Bielaska

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IT'S NICE TO FINALLY MEET YOU:

A NEW PROFESSIONAL'S PERSPECTIVE

MCKENZIE SAUER, M.A.

"You are so much shorter than I thought you were!" This is the confused voice of a student as I met him for the first time in person. Up to this point, all of our interactions had been through a screen, while I sat in my office that also doubled as my living room. It was surreal "meeting" students for the first time after a year of knowing them, supporting them, and cheering them on, and I still don't know what to make of that feeling.

When people ask "What was it like? What did you learn?", I feel compelled to find the silver linings and provide a packaged answer with a nice bow on top. However, I can't ignore the negative emotions that come along with unpacking that experience. And while I can identify those silver linings of what it was like to be a brand-new professional working her first year from home, I would be remiss not to acknowledge the negative emotions that come along with unpacking that experience. I acknowledge we are still in a pandemic, even though language has shifted to refer to the pandemic in past tense. I know my experience is as unique as it is not, and my hope for this piece is to honor the trials of the past year, evaluate what I perceive to be the silver linings for a post-pandemic fraternity and sorority life community, while also identifying ways in which the pandemic has either created or exacerbated the issues that we saw and continue to see as this pandemic still ravages our communities.

It is weird to think that at this time two years ago, I still had not met my supervisor in person. In May of 2020, I graduated from my master's program, packed up everything, and moved to a state where I knew no one, all in the middle of a pandemic caused by a novel virus. My first day of work, and every day of work thereafter for over a year, happened via Zoom. People used to pause in disbelief when I would tell them I had yet to meet my supervisor in person. All of my relationships were formed and maintained in a virtual world, which in many ways felt like the antithesis to the career I had chosen. I felt faced with a task I did not feel equipped to do. I needed to develop trust with students and my co-workers solely from the confines of my home. Looking back, I am not sure how I did it. There were so many times where I would press "Leave Meeting" and just sit in my living room, staring at the desktop, longing for the after-meeting conversation and laughter I had taken for granted before. Connecting with others has always been a strength of mine, and I

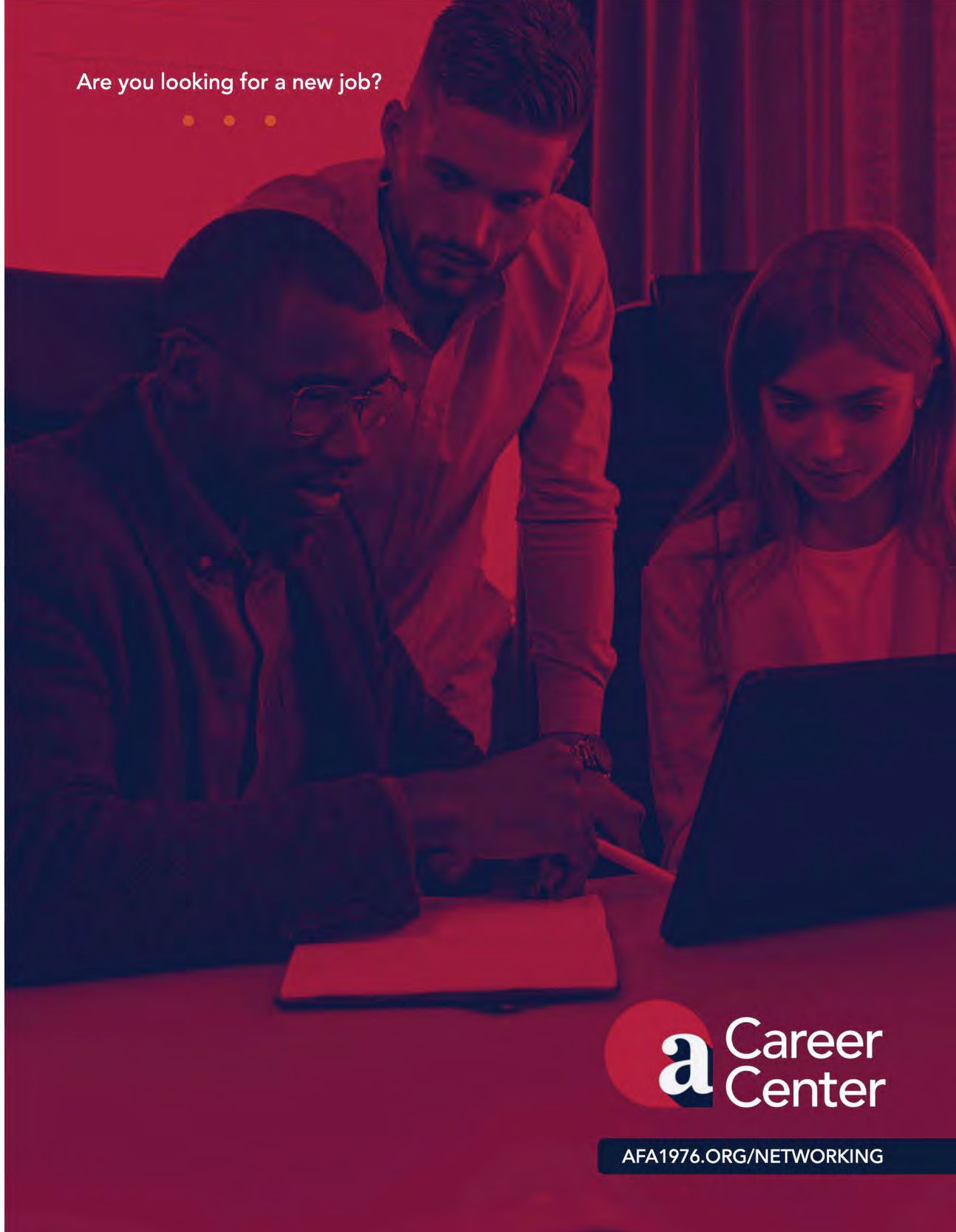
remember struggling with the inability to connect with students as people and not just faces on a screen. I remember struggling with telling the students about any sort of news that would disappoint them, especially when all of the state of the world and discoveries about COVID-19 were dismal at best. I was afraid. I was afraid I was not meant to be here, I was afraid I would not find my place, I was afraid I would not make friends, and I was afraid that no matter how hard I tried, I would never connect. Every Zoom meeting only consisted of business, and I felt as though I was not able to really get to know anyone.

And yet, here lies a silver lining. Although the students didn't know me and I didn't know them, we were still able to find ways in which we related, through the struggle and longing for connection in a pandemic. In some way, the pandemic reminded those affiliated with a fraternity or sorority, whether in their undergraduate years or beyond, the core purpose of joining a fraternal organization. A prime example of this was the dedication to developing a fully virtual recruitment and intake purpose. They brought together experts in the field and student leaders in the community to build a new process from the ground up. They very easily could have decided recruitment was going to be unsuccessful, and fraternity did not matter if they could not be in person together. Students were pushed to that line at times when they felt downtrodden or frustrated. Through this role I have been able to experience firsthand the power of fraternity, that even in the most difficult times, the bond that fraternity creates can be a catalyst for innovation.This inspired me in many ways. As a young advisor, I felt as though I was learning alongside them and we were a team. Eventually, those purely business Zoom calls extended to conversations about school and life, in the same ways they do in person. I became more intentional about making them feel included and seen. I, too, became innovative. I learned that asynchronous learning and engagement can supplement in person experiences in positive ways. I learned how to give grace to myself and others, because pandemic aside, we are all still learning and growing. Above all else, I learned that fraternity truly does provide the most vital student development and belonging experience an institution has to offer, for it extends beyond chapter letters and four years in college. Fraternity provides community, no matter the space or media in which it can be provided.

Although I still believe the pandemic reminded so many of us about the purpose of fraternity and has created opportunities for access and participation in ways we did not consider possible prior, I also know the pandemic has impacted students, staff, and organizations alike in numerous negative ways. I started my in person experience in June 2021, over a year after being first hired, and it really felt like a "first day" all over again. I wondered if anyone else, new or veteran, felt the same. It was as if we finally got our footing on how to make this virtual thing work, and we were brought back into a new normal that had to be defined from scratch again, no matter how desperately we wanted to just go back to how it used to be. For me, I did not have a sense of the "used to be", so understanding the in person culture was going to take time, and in a lot of ways that caused more stress than I could have anticipated. I also see it in the students I work with, too. There is an underlying anxiety and fear that the other shoe can drop at any moment. They want to plan for the future, but also have stress about what the future holds.

We now have many new initiates who have not experienced in person fraternity life prior to this year, and we do not yet know the effects of these virtual-only students in leadership roles.My hope is that students who ascend into leadership after experiencing their earlier membership virtually will have a better ability to change the culture for the better, and really create fraternity the way they would like to see it. We are already seeing this in many ways. For example, there already seems to be a renewed dedication to education on violence prevention and masculinity work within the Interfraternity Council at my institution.

I believe my first year of professional life being virtual has made me into a better, more dynamic fraternity advisor. I am able to look at fraternity in a way that I had not beforehand. I am better at thinking outside of the box, and have developed a new confidence, that even when unprecedented things happen that shake up the world, I can still be successful, still support students, still develop curriculum, and still do my job. I do not know the full ramifications of the pandemic on myself or the students, but I know that we can still persist beyond.

McKenzie Sauer

McKenzie Sauer is the Coordinator of Fraternity and Sorority Life at the University of Iowa, where she advises the Interfraternity Council and serves as the main coordinator of FSL specific education initiatives. Driven by her passions in Men and Masculinity work and LGBTQ+ inclusion in fraternity and sorority life, McKenzie is a fierce advocate for an inclusive and authentic membership experience. The heart of her work is centered around redefining what fraternity and sorority life can be through mentorship and inspiring a new generation of leaders to find what ignites their passions. During her free time, McKenzie likes to win at video games, play with her corgi, Noodles, and plan for her upcoming wedding to her fiancé, Carlton, in November.